DOCUMENT RESUME

ED 175 595 RC 011 495

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TITLE A Separate School District: A Possible Change for the Zuni Community.
PUB DATE 79
NOTE 31p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *American Indian Education; Change Strategies; Communication (Thought Transfer); Community Surveys; Comparative Analysis; Cultural Factors; *Educational Change; Informal Leadership; Information Dissemination; *Parent Attitudes; School Community Relationship; *School District Autonomy; Teacher Aides; *Teacher Attitudes
IDENTIFIERS *Zuni (Pueblo)

ABSTRACT

Questionnaires and interviews were used to study attitudes of school personnel and parents toward the proposed creation of a separate, autonomous school district for the pueblo of Zuni. Questionnaires were given to 10 administrators, 12 teachers, 15 parents, and 8 teacher aides; 6 administrators, 1 teacher, all aides, and all parents were Zuni; 35 questionnaires were completed. Responses indicated that the people of Zuni were in favor of a separate school system and had general ideas of the probable benefits of such a system but were uncertain about consequences of the change. Ninety percent of those questioned were in favor of the separate district, but only 60% of the administrators and 50% of the aides felt there was a definite need for change; however, teachers (70%) and parents (90%) felt the change was necessary and anticipated benefits from it. All groups felt the innovation would be compatible with existing values and needs. Only administrators felt they understood the complexity of the proposed innovation; only teachers were able to state possible undesirable outcomes. Responses indicated that efforts to publicize the separate district had largely ignored inter-personal channels of communication and the influence of Zuni elders. From the information gathered it was impossible to predict whether the Zuni will support the separate district once its full complexities are grasped. (JH)

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A SEPARATE SCHOOL DISTRICT:

A POSSIBLE CHANGE FOR

THE ZUNI COMMUNITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EMD 580
Spring Semester
1979

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RC 011495

I. INTRODUCTION

The pueblo of Zuni is located in McKinley and Valencia counties, forty miles south of Gallup, New Mexico, which is also the nearest business and residential district. There are four farming villages around Zuni, namely, Ojo Caliente, Tekapo, Pescado, and Nutria. The main village, Zuni, is the center for governmental, business, ceremonial and religious activities. It is also the largest of the nineteen pueblos in the state of New Mexico with a total land area of four-hundred thousand, three-hundred fifty-three acres consisting of open grazing land, irrigated and non-irrigated crop land and forest.

According to the April 1978 tribal census, Zuni has a population that now totals over 7,000. About 68% of the population is under the age of twenty-four. Geographically and linguistically isolated, the Zunis have been able to perpetuate their traditional culture with little influence from other tribes or cultures. Approximately 90% of the population is full-blooded Zuni, with the rest of the population composed of Anglo, Mexican, Blacks, and American Indians of other tribes.

The unemployment rate in Zuni is rather unclear due to the high rate of self-employment that exists for the people that are in jewelry-making as well as other arts and crafts. The amount of Zunis employed by the tribe totaled over 400 in February of 1979. These people are employed in tribal divisions such as Tribal Administration, Public Services,

Manpower Administration, etc.

The current enrollment for the three Zuni public schools (two Elementary and one Jr. High and High School combination) is 1, 751 students. Aside from these three public schools, there are also two parochial schools with a school population of another 400 students. The district of which the three public schools are now a part of, is geographically the largest school district in the United States. Schools in the Gallup-McKinley County School District spread out over 5, 000 square miles. The School Board, on which there is no Zuni representation, the Superintendent and Central Office, operate out of Gallup.

II. THE INTRODUCTION OF AN INNOVATION

For several years, from 1965 when a house-to-house survey was conducted under authority from the Zuni Tribal Council to the passing of a resolution in 1971 by the Gallup-McKinley School Board to allow any outlying communities to separate from the school district if they choose to do so, to the passing of Resolution No. M70-78-931 by the Zuni Tribal Council that "authorized the Zuni Division of Education to work towards the creation of a separate Zuni School District" and finally, with the establishment of the Zuni School District Planning Office on September 18, 1978, the pueblo of Zuni has endeavored to study and plan the feasibility of a separate New Mexico public school district for the community of Zuni. If the people of Zuni do vote "Yes" on the referendum to adopt their own school district as planned on July 1979, then plans will emerge to began a separate school district by the school year 1980-1981.

To acquire knowledge and insight into how the people of the community feel about this proposed separate school district, a survey was the method chosen to reach more people with a minimun of cost. Since the community is experiencing emotional turmoil ranging from complete rejection, to feelings of doubt, to eagerness to try this new idea, permission to develop and distribute the survey was requested and granted by each of the following: Tribal Council, Zuni Division of Education and the District Planning Committee. Restrictions placed were that the survey must explicitly state the survey was

a personal endeavor and was not connected with the District Planning Committee, the survey was to be administered to as little a population as possible to prevent further flare-ups over this issue and that the contents of the survey had to be examined, changed and approved by the District Planning Office.

A cross-section of the people who comprise the educational system were randomly selected to fill out the survey. Emphasis was placed on getting a larger sample of Zuni people since it was felt that it is with this segment of the population that rests the responsibility of accepting or rejecting the idea of a separate school district for the pueblo of Zuni. A sample of Anglo educators and administrators was also taken to help assess their feelings of total Indian control-based education and how they have or will influence the people of Zuni over the ramifications of this idea.

The people randomly selected were ten administrators, twelve teachers, fifteen parents and eight teacher aides. From this total population of forty-five people, six of the ten administrators were Zuni, one of the twelve teachers was Zuni (no Zuni teachers available), all fifteen parents were Zuni and all teacher aides were Zuni. Ten surveys were not turned in.

Consquently, the innovation that will be presented and discussed in this paper will deal with the probable adoption or rejection of a separate

public school district for the pueblo of Zuni. Information acquired in the survey will be the basis of disemination although interviews with Zuni and non-Zuni people will have some input into the paper.

III. CHARACTERTICS OF THE INNOVATION WHICH EFFECT THE RATE OF ADOPTION.

According to Rogers and Shoemaker, "it is the receivers perceptions of the attributes of innovations, not the attributes as classified by experts or change agents, which affect their rate of adoption."[1]

If we were to ask ourselves what this statement means, we would have to ask ourselves what the attributes are and how the idea of Zuni becoming a separate school district affects the peoples feelings about this probable change within their community. How the Zunis perceive this idea will help us to predict whether or not this idea will be accepted or rejected.

If the relative advantage of an innovation is perceived as being better than the idea it supersedes and it is positively related to how fast an idea will be adopted, then from the survey results it appears as if the majority of the people (91%) feel that the idea of Zuni becoming a separate school district is definitely a better idea than Zuni remaining part of the Gallup-McKinley School District. Since all groups of people basically gave the same type of reasons of why these people are for the idea of a separate school district, all answers will be compiled into the following list.

(1) It appears as if the people feel that Central Office in Gallup is trying to operate within an exceedingly large school district. It is not in touch with the people of Zuni nor their problems.

(2) It appears as if the people feel that the Zunis have no input into the education of their children with the present school system and would be able to do so if they felt that it was "THEIR" school.

(3) An established school district would require a locally elected school board. More open two-way communication would take place between the schools and the school board. Local operation will enable immediate action in matters related to building maintenance and all other areas of school concern.

(4) More Zuni input would result in more parental interest and children would have more initiative to work towards a complete education.

(5) Zunis must become independent and self-sufficient.

(6) Local control of education would not result in continuing the the large division between cultural and educational programs.

Of the remaining 9%, these people felt that a separate school district is not a good idea because they feel that Zuni does not have enough e educated people to run the new system and that it would take years of planning before a separate school district could be formulated.

The above results would seem to indicate that Zunis want to be in control of their childrens education but with the present system as it is, they can not do this. The relative advantage of this innovation is definitely being seen as being better than the present system and if it is continued to be favored in this positive light, then, thus far, the idea stands a good chance of being adopted.

Yet, when these groups of people were asked whether they felt that there was a <u>definite need</u> for a separate school system, 60% of the administrators and 50% of the aides state they do not feel there is a need for a separate school system. While the administrators do not support their viewpoint,

the aides state that staying with the present system assures them that they know where funds will be coming from to operate the schools and they will also know that they will get paid. They also object to the type of curriculum that will be offered and feel that although they are not up to academic standards of other schools, they will only become worse instead of better.

On-the-other-hand, parents and teachers feel that the rewards of adopting a separate school district will be extremely high. 70% of the teachers and 90% of the parents feel that with the present system, too much parental responsibility has been taken away by the schools and that very little or nothing is being done in the area of Zuni language, history and culture. Curriculumn as well as maintenance of facilities can be upgraded sooner when the educators are directly answerable to the Zuni people rather than an all Anglo school board that has to worry about many other schools to upkeep. Parents and teachers also feel that if there was a local school board, this would result in better school administration and selection of better qualified teachers that are willing to take the time and are concerned enough about Zuni children to upgrade each childs education. It would appear as if this adoption of the separate school district, for the parents and teachers, would result in one area of another subdivision of relative advantage, time. More effort would have to be put out by schools as well as the community.

40% of the remaining people felt that "Yes" there is a definite need for a separate school district but not in the immediate future. Instead, they feel that effort should be made to get Zuni representation on the Gallup-McKinley School Board to gain a working knowledge of what and how much is involved in running a school district before attempts to separate are made.

As in any new innovation that is introduced, people become concerned about the possible immediate benefits they will reap. Whether a reward is immediate or future-oriented will have a profound effect on the probable adoption of this idea. The more immediate benefits that can be pointed out, the chances of that idea being adopted increases. Although another subdivision of relative advantage is immediacy of the reward, many times it is difficult to demonstrate this because it does not occur immediately, but at some time in the future.

When the people were asked what immediate changes they would expect if the separate district is adopted, all categories of people surveyed stated that (1) screening of qualified staff as well as hiring and firing of inadequate school staff; (2) active community involvement; (3) immediate Indian control and locally made decisions.
Surveys completed by the administrators skimmed over this question although 20% felt that no immediate changes would occur. The only step that could be taken was to began a process by which to get more

involved to start making education more relevant to the needs of the community. Administrators also stated that another immediate change would be not only to select a local school board but to educate and train these people in the duties and responsibilities of a school board member.

The second attribute of an innovation is compatibility and this is seen as the degree to which people see an innovation as being consistent with ones values, past experiences and needs. If compatibility ensures greater security and less risk to the receiver and makes the idea more meaningful to him, then it appears from the results of the survey that "Yes", the idea of a separate school district in Zuni is seen as a compatible idea.

All groups of people stated that setting up a school district designed to meet their needs would take into consideration an important aspect of the Zuni religion: that of setting up the school calendar within the Zuni calendar, which the present school district does not recognize. The observance of the Zuni calendar, which is a system of setting dates for all ceremonies and religious activities by observing the movements and positions of the sun and moon within Zunis two major seasons, winter and summer, would assure entire community participation without excessive absentism, would help teachers and administrators plan school schedules around religious activities and extend the school year to make up for days lost without raising conflicts with other schools that would normally be affected.

Leading from the observance of the Zuni calendar, again all groups stated the need to plan and develop a curriculumn that not only reflects but is an integral part of the cultural values and beliefs of the Zuni culture.

Now that the two major concerns dealing with cultural values and needs have been established, the people were asked whether they felt that by the establishment of other Zuni educational programs, and the success or failure of these programs, was an indication that a Zuni-run school district would be a success. Of the total amount of people surveyed, 6% of the people were not familiar with other Zuni-run educational programs. Of the twelve teachers surveyed, 8% stated that although other Zuni-run educational programs have been successful, this was no indication that the idea of having a separate school district would work and could not predict whether this idea would be successful or not. 33% of the parents did not answer the question while the remaining 67% felt that because "their people have shown that they can develop and run programs on their own, they can be successful at this too." 100% of the administrations surveyed felt that although there would be many problems the first few years and having a separate school district would not be the answer to all of the present problems, the success of the Zuni-run educational programs have shown that Zunis are capable of running their own programs, that they can have more control over what is taught and they can improve the quality of their education.

IV. CHARACTERTICS of PEOPLE INVOLVED and HOW THESE EFFECT THIS ACCEPTANCE OF THE ADOPTION

In order to establish general charactertics of the people involved in the initiating of the idea of a separate school district for the Zuni people, it was first necessary to identify the people that have been responsible for this idea. All groups of people stated one or more of the following were responsible in initiating this idea: Zuni Governor, Director of Education and the District Planning Office.

A few of the socioeconomic charactertics as well as the personality attributes were selected since some of the attributes listed by Rogers and Shoemaker were not considered important as far as having value within an Indian community, i. e. higher social status, commerical economic orientation, etc.

All groups of people surveyed stated that the number one rated attribute that was common among all of the above-mentioned people was that they were more educated than the rest of the community members. The second charactertic most common to all of the above-mentioned people was they had more opportunties to get around. For the third listed charactertic, opinion begans to differ between both teachers/administrators and parents/aides. The teachers and administrators favor the above-mentioned peoples third charactertic of these people listening to what you have to say and trying their best to help you while the parents and

aides felt that because many of the people that were involved were younger, they were not capable of listening to what they had to say.

When asked whether these people were involved in other activities that take place in and outside the community, only 25% of the aides, 13% of the parents, 10% of the administrators and 8% of the teachers felt that the people responsible for initiating the idea of a separate school district were involved in activities outside of their jobs.

The following is a chart that shows how each person that was surveyed sees himself in relation to the idea of a separate school district.

Group	Category				
	Innovators	Early Adopters	Early Major.	Late Major.	Laggards
Administrators (10)		5	2	3	
Teachers (12)		7	5		
Parents (15)		3	2	10	
Aides (8)		1		3	4
Total	0	16	9	16	4

The above categories were selected from Rogers and Shoemaker and changed into question form.[2] From the above chart it appears as if Early Adopters and Late Majority people reign over all other categories. Viewing this from the standpoint of whether the above information is a possible indication of probable adoption of the idea of a separate school district, it appears that at this point general charactertics that have been applied to each of the above categories can be used to have either

a positive or negative effect. People who feel they fit the charactertics of an early adopter (if their self-perception is accurate), possess alot of power to influence the opinions of those people who interact with him or her. This category has been found to have the greatest degree of opinion leadership and the people look to him for approval before they adopt an innovation. What needs to be done is to locate these people in the Zuni community.

The early adopters can influence the early majority either to accept or to reject this innovation since they generally do not hold leadership positions. The early majority people hold an important part in the diffusion process since they are between the early adopters and the late majority. They can "pull" the vote either way and also influence the afore-mentioned groups to go their way.

The chart also shows that more knowledge needs to take place with the parents and the aides. These two groups have the biggest voice and controlling power in the schools and should possess appropriate knowledge before they vote yes or no on the proposed separate school district.

How difficult one sees an innovation, complexity, is the third attribute of relative advantage. How difficult one sees an innovation can be negatively related because one cannot understand the full ramifications of the idea. If the idea is too complex for a person to understand, he cannot make a wise decision when he feels incapable of understanding the changes he may bring about towards himself and others. According to the survey, 66% of the teachers stated that they understood very little of the direct consquences of what the proposed school district might mean to the Indian as well as the non-Indian residing in Zuni. Their concerns centered around how much responsibility they would have in making curriculum changes such as in cultural and bilingual programs and whether tenure systems would be maintained if a new district is formed.

Only one out of the fifteen parents felt that they knew what the proposed school district might mean to the Indian and non-Indian. The remaining parents felt that although they didn't know enough about the proposed school district to ask questions, they felt that "it was the right thing to do."

One aide felt that she understood the consquences of the proposed school district while the remaining eight felt that they were not informed enough to ask detailed questions. The one aides' questions centered around the availability of medical insurance, sabbitical leave and whether they would

retain their jobs if the proposed school system is adopted.

Nine out of the ten administrators felt that they understood the complexity of the proposed school district.

The survey results seem to indicate that a majority of the people do not understand the full ramifications of the proposed separate school district. This can be negatively related since this proposes a change they do not completely understand nor do they know how to cope with.

The fourth and fifth attributes of relative advantage, trialability and observability, will not be presented since the community will not be able to experiement with this innovation nor will they be able to observe many aspects of the proposed separate school district that will continually assure them that becoming a separate school district was the wisest decision to make. The absence of these two attributes has a further negative effect on the rate of adoption.

Thus far, the results of the survey seems to indicate that the people of Zuni are for the idea of having a separate school system, have broad and general ideas of what are the positive probable results of adopting such an idea but are still experiencing some uncertainities on what the separate school system really entails.

It is hard to predict whether they will continue to support or reject the idea once they understand the complexity of the idea.

V. WHO ARE THE OPINION LEADERS AND HOW DO THEY INFLUENCE THE ADOPTION OR REJECTION OF THE INNOVATION?

Rogers and Shoemaker define opinio leadership as how much one is able to informally influence others attitudes and behavior with relative frequency.

Zuni Pueblo, like any other small community, has its opinion leaders. These leaders may be in politics, educational system, religious system, or someone who lives around the corner who "always helps and knows whats going on". Through interviews and surveys, it would appear as if the most important opinion leaders at this time are the tribal governor, Field Coordinator of the Planning Office, the Community Education Liaison Officer of the Planning Office and the Title IV coordinator. Although the two Planning Office personnel are information-gatherers and represent the main connection between the community and the Education Office and Tribal Council, their roles are seen as being very influential in educating the people to adopt or reject the innovation.

The survey results point out that the communication channels has been following the pattern of the multi-step flow model as explained and disseminated by Rogers and Shoemaker. This model is characterized by the usage of a non-specified amount of steps to communicate. Initially, the main source was not the mass media but the Governor of the Pueblo. Discussing this idea with the Tribal Council, both the

Governor and the Council, through the use of interpersonal channels, were discussing this idea with their famalies, relatives and neighbors. By the time the Planning Office was presenting the idea awareness and knowledge levels through the media, many people were already interacting with each other, having been influenced to some degree by the Governor and the Council and in turn, they were influencing others opinions about this idea.

Readings indicate that more effective communication occurs between people if these people are more alike in such things as beliefs, their culture and their val[illegible] (referred to as homophily). It is easier to communicate with someone who understands where your coming from than to try and talk with someone that does not have the same beliefs as well as cultural foundations from which to draw the same type of experiences from.

If we follow this line of thought, effective communication between "alike" people is taking place but a communication gap is also appearing. Ideas tend to become localized within this sphere of people and do not filter down. The survey results pointed out this very well when most people indicated that they communicated and exchanged ideas about a separate school district with someone in their immediate environment. Teachers communicated with teachers; administrators with administrators and/or tribal officials; parents with parents and aides with aides.

Communication channels in the above situations have become blocked and hindering to the knowledge and data acquisition and consequent adoption or rejection of a separate school district has been made by uninformed people. The diffusion process is hindered by those very people who have the best positions to help others.

Zuni Pueblo is a very traditional society and as such, much of the communication follows along interpersonal channels. These Indian people seek their information not from higher economic or social status people but from people within their familial status. Famalial status is based on the aspects of maternal clanship, religious involvement and ceremonial involvement. With this traditional society more interaction took place with opinion leaders that were respected either because they were older, was an important member of the Indian religious system and therefore more wiser and more knowledgable, and of their ability to "never fail" the family in times of need. It did not appear to matter to the people whether this person was skilled in the technical aspects of the idea of a separate school district. It was noted that most of the surveyees that were young tended to respect the opinion of the younger opinion leaders while the older selected older opinion leaders.

Although there are several ways of measuring opinion leadersh ip, the survey used a combination of all three methods: sociometric, self-

designation and informants ratings. It was felt that due to the small sample population, a combination of these methods would give a clearer picture of who were the opinion leaders in the community. The two most frequent opinion leader traits given by the surveyees were that these people came to them for advice and information; they had greater exposure to the mass media; greater exposure to Indians of other tribes; were respected by most of the members of the community.

People surveyed contended many of the early adopters to also be opinion leaders---there was no distinction they set aside for the two.

Opinion leaders can essentially "make or break" the idea of a separate school district. They can have a tremendous influence on the masses of Zuni people who come to them for advice and information. These people can be the most important aspect of the diffusion process. When individuals start interacting and communicating about this idea of a separate school district, questions will arise and it is to these opinion leaders that others will go to to acquire more information. This information is again carried to others and the cycle is repeated.

VI. WHAT COMMUNICATION CHANNELS WERE USED FOR THE SPREAD OF THE INNOVATION?

When the people of Zuni stated through a governor-initiated survey that they were interested in Zuni having their own separate school district in 1965 up until the Zuni School District Planning Office was formed in September 1978, the Governor and Tribal Council has delegated authority to the Planning Office to use their own initiative to bring about community awareness.

The District Planning Office used a number of communication channels, concentrating primarily on the mass media rather than interpersonal channels. Although mass media, specifically radio, newspaper and newsletters were used by the Planning Office to reach the people of Zuni in creating knowledge and spreading information about this idea, the survey results showed that of the teachers, only 8% heard of this idea through the mass media, aides 25%, parents 80%, and administrators 50%.

The communication channels can be seen as localite channels being used at the knowledge and awareness stage and will most likely be used again at the persuasion function stage. Although the radio, which is the strongest mass media force available, has given information concerning this idea in both English and Zuni, again, it appears from the survey results that many of the people learned more about this idea by having someone else talk to them (interpersonal channels) rather than through

the media.

The generalization that mass media channels are more important than interpersonal channels for earlier adopters than for later adopters[3] has certainly proven true in the case of the administrators that have been surveyed although this has not proven true in the case of the teachers who consider themselves early adopters. This could be possible because of less contact with the media during the normal classroom day but more informal exchanging of ideas with other school staff.

At least one-half of the earlier adopters are non-Indians who believe that they should not influence the community for or against this idea. Consquently, these earlier adopters will probabley decrease their influence in acting as interpersonal and localite channels. In the administrative arena, the information that could be used to help the Zunis make appropriate decisions based on being an informed person, will bounce back and forth between administrators and will not reach the rest of the people.

The Planning Office has attempted to combine the mass media with interpersonal channels in the form of general meetings. These general meetings are announced through the radio and encourage people to attend these meetings to seek information and have questions answered. This type of communication would appear to have the best effect on persuading people to accept a new idea because one gets to voice his

opinion, is included in making decisions and is given the chance to be responsible for being a contributing member of the community. Unfortunatley, for the past four general meetings, the attending population has diminished. The surveyees pointed out probable reasons why:

(1) repetition of same material.
(2) needs a different mode of presentation.
(3) need to get more audience involvement rather than lecture-type presentation.

If the Planning Office could incorporate all types of communication channels into one strong communication channel, the Planning Office would have a much better chance of reaching more community members, educated, non-educated, the young and old. Sometimes in trying to communicate new ideas, people forget that in traditional societies, especially Indian, many of the concepts presented would have no meaning for the elders. Since the elders carry more weight in the decision-making process it would seem wise to educate the elders in ways which they would be able to understand these concepts. The mass media does not have the power to do this.

VII. WHAT WERE ALL THE CONSQUENCES OF THE INNOVATION?

Consquences, which is the third sub-process of social change, is defined as the changes that occur within a social system as a result of the adoption or rejection of an innovation. Since the idea of a separate school district has neither been accepted or rejected according to a referendum by the people of Zuni, the following information is based on "what if" questions presented in the survey.

From the survey results as well as from interviews, the people that are supporting the idea of a separate school district feel that only beneficial effects will result from the adoption of this idea. They can see no disadvantages that may occur as a result of the rejection or adoption of this idea. It is possible that overadoption is being emphasized without having the proper information disseminated.

Rogers and Shoemaker have stated that it is difficult to predict the consquences of an innovation and it would not be fair to the people if all that was advocated once they adopt the separate school district did not occur.

One cannot say that only instant success can come about from the adoption of this idea and although it is difficult to determine what the consquences of an innovation will be, it is best to prepare the people

about possible positive and negative effects. Painting a rosy picture of an innovation that one perceives as needed by the people, convincing these people that it is the "best" possible thing to do and then having the innovation fail or produce adverse consquences turns people off on other future innovations, even those they may greatly profit from.

When asked to state some desirable as well as undesirable outcomes of the adoption or rejection of a separate school district for the Zuni community, desirable outcomes far outweighed any negative effects.

Group	Desirable	Undesirable
Aides	Build a Jr. High or Middle School faster in order to properly educate all students.	None
Parents	Better screening of staff. Upgrading of facilities. More community involvement. Better attendance. Decline in drop-out rate.	None
Administrators	Control of hiring/firing. Services that meet immediate Zuni needs will be met faster. Obtain adequate funding for schools to operate. All decisions on local level. More community involvement in schools. Arouse more interest for Zunis to become educators and administrators.	None

Group	Desirable	Undesirable
Teachers	Lower grade concepts can be taught in English-Zuni. More emphasis on cultural education. More student and parent pride instilled by teachers. Broader curriculum that ties in language with the culture. Encourage students to get vocational training. Have direct control over educational system.	New district may flounder due to uninterested patrons. Due to lack of experience, a good administration program as wellas school board may not work out as well. Newly created administrative and maintainence positions may suffer from cost; inadequate experience and knowledge. Mismanagement may result from only a small portion of "educated Zunis" running the system.

From the above chart it appears that only the teachers labor some type of apprehension regarding the adoption of the separate school district. No one made any responses to the fact that the idea may be rejected and what would be some possible desirable and/or undesirable effects.

When asked whether they felt that the adoption or rejection of the separate school district would have some type of effect on both Indian and non-Indian people who live outside the Zuni community, all parents and aides stated that their decision would not affect anyone but the Zuni community. All teachers and administrators stated yes, there would be some type of effect on the "outside". Listed effects were: (1) other tribes will follow if successful, (2) can become a model project whereby other tribes

can see the advantages and disadvantages of a separate school district before they initiate such a project.

VIII. CONCLUSION

Effort has been made to present an innovation that may or may not be adopted by the Zuni community and that is the innovation of having a separate school district. There are many advantages as well as disadvantages to the adoption of this innovation. Although at this time, we can only predict what will come about if the school district proposal is adopted or rejected, the survey that was done was an attempt to summarize the feelings of how the people of the Zuni community feel about a change that may take place in the very near future.

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[2] Ibid, pg. 183-185